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ABSTRACT

The Education Evaluation and Planning Package provides a performance statement check list approach to the comprehensive educational evaluation required by Massachusetts law for special education students. The vocational area of this package is intended to be used to assess various skills necessary to hold a job. There are four components of this area: (1) The Vocational Screening Assessment, which provides an overview of skills listed and an opportunity to determine the vocational sub-areas which require in-depth evaluation, (2) the Vocational Performance Statements, which allow an extensive evaluation of specific vocational performance, (3) the Next Step Suggestions, which facilitate task sequencing and complimentary activity selection, and which include a task analysis chart, skill cluster chart and three lists of prerequisite program skills, and (4) the Objectives Worksheet, which aids in the translation of performance statements into behavioral objectives. (Author/MV)

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educational evaluation and planning package

vol. 3

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VOCATIONAL SKILLS

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EDUCATIONAL EVALUATION AND PLANNING PACKAGE

VOLUME 3 - VOCATIONAL SKILLS

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ROBERT H. AUDETTE, PH.D.
Associate Commissioner
Division of Special Education

The Commonwealth of Massachusetts
Department of Education

182 Tremont Street, Boston 02111

Dear Educator:

One of the basic concepts underlying Chapter 766 is that any student who is referred for special education services should receive a comprehensive educational evaluation. The information resulting from the various assessments included in the evaluation is essential to the development of individually appropriate educational plans. Most existing assessment devices do not provide the kind of detailed assessment information necessary to develop such plans.

It is our belief that the enclosed educational evaluation and planning package provides an excellent tool for Core Evaluation Teams to begin to address the kind of specificity that is necessary for quality educational plans. Used appropriately it provides the Core Evaluation Team with the required detail information necessary for both specifying the skills of the individual student, as well as identifying the appropriate objectives which should be attained during the school year.

While this effort does not represent in any way a final answer, I believe that it brings the process one step closer to being meaningful in the provision of individualized instruction to all special needs students. I endorse the use of the educational evaluation and planning package as a replacement for the rather lengthy list of performance statements which was included in the original Core Evaluation Manual.

I hope that this and future efforts on our part will be of assistance to you in the development of appropriate educational services for all of your students.

Sincerely,

Robert H. Audette
Associate Commissioner
Division of Special Education

RHA/bk

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PREFACE

In an attempt to ensure that meaningful educational opportunities are provided for all students with special needs, the United States Congress has mandated a comprehensive special education law, P.L. 94-142 (Education of All the Handicapped Act). This law requires that all handicapped students receive appropriate educational services. The basis for the provision of these services is an intensive evaluation of the referred student's abilities and needs which leads to the development of an individualized education plan. The law establishes minimum standards for educational assessment procedures and placement decisions. Specifically, the planning procedure consists of a series of detailed assessments to identify the student's current level of performance and a team meeting(s) to develop a prescriptive educational plan that meets the individual needs of the student.

P.L. 94-142 requires a multidiscipline evaluation team which, collectively, is capable of performing all the assessments (medical, social, psychological, educational, etc.) necessary to develop a comprehensive, individualized educational plan. Once the assessment information has been collected, the team must develop an individually appropriate educational plan which includes general goals and specific instructional objectives. The entire procedure is designed to shift the emphasis in educational assessment and planning from the categorical group to the individual student.

The development of educational plans with specific objectives requires that assessment results be reported in clear, concise and measurable statements. To ensure this specificity, the law prescribes general procedures to be followed when reporting assessment results and when developing educational plans. These procedures require a reorientation in the concept of educational assessment. Educational assessment traditionally has meant psychological testing; frequently the test was a standardized intelligence test. Although useful for categorizing students, (e.g., mentally retarded, emotionally disturbed), standardized tests usually do not provide the teacher with the type of detailed information needed to develop meaningful instructional objectives.

One common alternative to standardized tests has been rating scales, such as the Cain Levine Social Competency Scale and the Vineland Social Maturity Scale. Generally these scales attempt to evaluate a student's behavior by having someone who knows the student well enough to report the student's typical behavior regarding specific skills. The major weakness of these scales has been their reliance on representative skills to assess a broad cluster of behaviors. Unfortunately, this weakness is serious, since experience has demonstrated that a handicapped student's ability to perform a specific skill does not assure later generalization to similar skills.

A simple solution would appear to be to assess all the skills within a relevant skill area by using an extensive skill checklist. Unfortunately, such a procedure is extremely time consuming and often inundates the assessment process with too much information. The Educational Evaluation and Planning Package (EEPP) with its macro/micro assessment procedure attempts to avoid the drawbacks of previous scaling and checklist systems while allowing the evaluator to make statements about specific skills within an acceptable time frame.

INTRODUCTION

The Vocational area of the Educational Evaluation and Planning Package is intended to be used to assess various vocationally related skills. There are four components of this area:

1) Vocational Screening Assessment: This tool is designed to expedite the use of the Vocational Performance Statements by providing an overview of skills listed and an opportunity to determine the vocational sub-areas which require indepth assessment.

2) Vocational Performance Statements: These performance statements, developmentally arranged, allow an extensive evaluation of specific vocational performance.

3) Next Step Suggestions: These materials are intended to facilitate the sequencing of tasks and the selection of complimentary activities. Materials provided include a task analysis chart, a skill cluster chart, and three lists of prerequisite program skills.

4) Objectives Worksheet: This worksheet is provided to assist the evaluator in translating the performance statements into behavioral objectives.

These four components, when used in conjunction with other assessment materials, are designed to provide the team with the information necessary to develop individually appropriate vocational objectives.

VOCATIONAL SCREENING ASSESSMENT

Each part of the screening device corresponds to a cluster of performance statements. The statements have been selected as representative of the cluster. Within each part, check "Yes" if the student displays the skill at appropriate times and places and without assistance. Check "No" if any aspect of the student's performance does not meet those criteria. Check "Non-Applicable" (NA) if performance is medically impossible or developmentally inappropriate. The evaluator should complete the entire screening device.

In cases where all responses on the screening device are "Yes", the screening device can serve as the complete vocational evaluation. If any cluster has one or more "No" responses, the evaluator should complete the performance statements for that cluster.

MOTOR DEVELOPMENT	Yes	No	N/A
1A Gross Motor			
1. Rises and stands without support.	☐	☐	☐
2. Bends at waist from standing position to retrieve object on floor.	☐	☐	☐
3. Walks up and down stairs.	☐	☐	☐
4. Lifts and carries small cartons.	☐	☐	☐
1B Visual Motor/Fine Motor			
1. Transfers objects from hand to hand.	☐	☐	☐
2. Folds paper in half.	☐	☐	☐
3. Connects a dot to dot drawing.	☐	☐	☐
4. Builds a tower of nine blocks.	☐	☐	☐
ACTIVITIES OF DAILY LIVING			
2A Eating			
1. Uses appropriate utensils skillfully.	☐	☐	☐
2. Eats/drinks with appropriate manners.	☐	☐	☐
3. Carries cafeteria tray.	☐	☐	☐
4. Selects items from coin operated machines.	☐	☐	☐
2B Dressing			
1. Arrives at work in appropriate outergarments.	☐	☐	☐
2. Dresses in special work clothes when appropriate.	☐	☐	☐
3. Wears all clothing appropriately.	☐	☐	☐
2C Grooming/Toileting			
1. Keeps hair combed/brushed.	☐	☐	☐
2. Displays independent toileting hygiene.	☐	☐	☐
LANGUAGE			
3A Receptive			
1. Touches or points to objects upon request.	☐	☐	☐
2. Touches or points to various size objects upon request.	☐	☐	☐
3. Touches or points to different currency upon request.	☐	☐	☐
4. Indicates position (inside, top, etc.) upon request.	☐	☐	☐
3B Expressive			
1. Names common objects.	☐	☐	☐
2. Names lengths, sizes, etc.	☐	☐	☐
3. Names currency up to $10.00 bill.	☐	☐	☐
WORK ATTITUDES			
4A Punctuality			
1. Arrives at work punctually.	☐	☐	☐
2. Returns punctually from coffee break/lunch.	☐	☐	☐

	Yes	No	N/A
4B Attending to Task			
1. Attends to task during one to one tutorial.	☐	☐	☐
2. Attends to table task (alone) for one hour.	☐	☐	☐
3. Attends to task despite environmental distractions.	☐	☐	☐
4. Attends to task when another sits opposite or beside.	☐	☐	☐
4C Responsibility/Self Confidence			
1. Conforms to workshop regulations.	☐	☐	☐
2. Takes care of personal belongings.	☐	☐	☐
3. Accepts criticism and attempts to implement suggestions.	☐	☐	☐
4. Accepts responsibility for failure.	☐	☐	☐
4D Initiative			
1. Performs duties beyond requirements.	☐	☐	☐
2. Initiates activities.	☐	☐	☐
4E Response to Pressure			
1. Responds positively to supervisor's instructions to increase productivity.	☐	☐	☐
2. Responds to request to complete job by specific time.	☐	☐	☐
4F Frustration Tolerance			
1. Continues on-task behavior despite obstacles.	☐	☐	☐
2. Maintains rate on highly repetitive tasks.	☐	☐	☐
3. Remains calm when peer has preferred task/assignment.	☐	☐	☐
4. Waits patiently if delay during team task.	☐	☐	☐
4G Adaptability to Changes			
1. Continues task although situated at new workbench, room, etc.	☐	☐	☐
2. Follows instructions from several different instructors.	☐	☐	☐
3. Changes task successfully.	☐	☐	☐

OCIALIZATION

5A Cooperation			
1. Accepts all task assignments.	☐	☐	☐
2. Cooperates as part of three person team.	☐	☐	☐
3. Compromises to resolve a conflict.	☐	☐	☐
5B Interpersonal Relations			
1. Interacts successfully with peers.	☐	☐	☐
2. Interacts successfully with staff.	☐	☐	☐
3. Participates in group activities.	☐	☐	☐
4. Apologizes when in error.	☐	☐	☐
5C Safety			
1. Wipes up spills immediately.	☐	☐	☐
2. Follows safety instructions for machine use.	☐	☐	☐
3. Calls for help in emergencies.	☐	☐	☐
4. Follows directions during fire drill.	☐	☐	☐
5D Travel			
1. Selects appropriate bus.	☐	☐	☐
2. Waits turn when boarding vehicle.	☐	☐	☐
3. Can use taxi transportation.	☐	☐	☐
4. Asks assistance when necessary.	☐	☐	☐
5E Job Application/Interview			
1. Can complete application independently.	☐	☐	☐
2. Arrives for interview on time.	☐	☐	☐
3. Answers questions honestly and relevantly.	☐	☐	☐
5F Pre-work/After-work Routine			
1. Responds to work buzzer by proceeding to the work area.	☐	☐	☐
2. Uses time clock accurately.	☐	☐	☐
3. Replaces work material and cleans work area at day's end.	☐	☐	☐
4. Leaves workshop at appropriate time.	☐	☐	☐

	Yes	No	N/A
5G Use of Money			
1. Identifies common currency.	☐	☐	☐
2. Identifies price of objects in store.	☐	☐	☐
3. Computes correct change up to $20.00	☐	☐	☐
4. Maintains savings account independently.	☐	☐	☐
WORK SKILLS			
6A Matches			
1. Matches objects.	☐	☐	☐
2. Matches by color.	☐	☐	☐
3. Matches numbers.	☐	☐	☐
4. Matches by size.	☐	☐	☐
6B Sorts			
1. Sorts objects.	☐	☐	☐
2. Sorts by color	☐	☐	☐
3. Sorts numbers.	☐	☐	☐
4. Sorts by size.	☐	☐	☐
6C Visual Memory			
1. Retrieves matching objects (20 feet away).	☐	☐	☐
2. Retrieves matching currency (20 feet away).	☐	☐	☐
6D Classification			
1. Combines objects by attribute relations.	☐	☐	☐
2. Combines objects by comparison relations.	☐	☐	☐
6E Sequencing			
1. Strings colored beads by extending 4 color pattern.	☐	☐	☐
2. Sequences the numbers 1-100 on number cards.	☐	☐	☐
3. Performs 7-10 step task in corresponding sequence.	☐	☐	☐
6F Construct/Assembly			
1. Places large pegs in pegboard.	☐	☐	☐
2. Packages into plastic bag 5-7 items.	☐	☐	☐
3. Assembles product with 8-20 parts.	☐	☐	☐
4. Assembles pre-scored small boxes.	☐	☐	☐
5. Snaps-in 3-6 electronic components onto board wo/model.	☐	☐	☐
6G Use of Tools			
1. Hammers nail into wood block.	☐	☐	☐
2. Cuts strips of wire to specific length with wire stripper.	☐	☐	☐
3. Seals carton using staple gun.	☐	☐	☐
4. Operates foot-operated heat sealer to seal objects into small bag.	☐	☐	☐
5. Drills marked hole into metal plate with power drill.	☐	☐	☐
6H Task Approach - Task Completion			
1. Repeats a familiar task in imitation.	☐	☐	☐
2. Completes all work in alloted time.	☐	☐	☐
6I Job Task Acquisition			
1. Learns to proficiency new job task of 2-5 steps in 60 minutes.	☐	☐	☐
2. Learns to proficiency new job task of 6-10 steps in 30 minutes.	☐	☐	☐
6J Quality/Quantity of Work Produced			
1. Completes 2-5 step repetitive task with 10% error rate.	☐	☐	☐
2. Completes 6-10 step repetitive task at 100% industrial rate.	☐	☐	☐
MATH/MEASUREMENT			
7A Numbers/Numeration			
1. Counts by two's to twenty.	☐	☐	☐
2. Identifies numbers before/after any number.	☐	☐	☐
3. Identifies Roman numerals.	☐	☐	☐
7B Addition/Subtraction of Whole Numbers			
1. Computes addition facts with sums less than 10.	☐	☐	☐
2. Computes subtraction facts with sums less than 10.	☐	☐	☐

	Yes	No	N/A
7C Time			
1. Sequences yesterday, today, tomorrow.	☐	☐	☐
2. Understands "on time".	☐	☐	☐
3. States current day, month and year.	☐	☐	☐
4. Tells time to nearest five minute interval.	☐	☐	☐
7D Linear			
1. Sequences objects by length.	☐	☐	☐
2. Uses standard measuring devices.	☐	☐	☐
3. Measures with English system.	☐	☐	☐
4. Adds/subtracts measurement.	☐	☐	☐
7E Weight			
1. Uses scale as a measuring device.	☐	☐	☐
2. Identifies weight abbreviations.	☐	☐	☐
3. Computes relationships (e.g., 2 tons = 4,000 pounds).	☐	☐	☐
4. Uses Metric system.	☐	☐	☐
7F Liquid			
1. Computes container capacity with measuring devices.	☐	☐	☐
2. Measures with English system.	☐	☐	☐
3. Measures with Metric system.	☐	☐	☐
4. Adds/subtracts measurements.	☐	☐	☐
7G Volume			
1. Measures volume of three dimensional figure in English and Metric units.	☐	☐	☐
2. Identifies volume abbreviations.	☐	☐	☐
3. Computes relationships (e.g., cubic foot = 1728 cubic inches).	☐	☐	☐
7H Temperature			
1. Understands meaning of hot, cold, etc.	☐	☐	☐
2. Uses appropriate measuring devices.	☐	☐	☐
3. Identifies relevant abbreviations.	☐	☐	☐

VOCATIONAL PERFORMANCE STATEMENTS

The performance (or skill) statements are labeled by sub-skill (e.g., ADL, Work Attitudes) and cluster (e.g., dressing) to assist the evaluator in conducting the assessment. The evaluator assesses the student in regard to each performance statement listed within each cluster and marks the elements on the form which most accurately describe the student's performance of the skill. The following is an explanation of each of the response categories (see forms) for each performance statement:

A. Performs skills independently: Mark this space if the student displays the skill listed at appropriate times and places without requiring assistance.

B. Type of assistance: Mark spaces in this section in cases where the student displays the skill stated, but needs assistance or special attention to do so. More than one space may be checked. The descriptors of assistance are:

social/motivational: performs the task when given social praise or a form of tangible reinforcement or reward.

mechanical aides: performs the task appropriately when aided through mechanical intervention (e.g., molds, jigs). A mark in this column should be elaborated in the comments section.

directions: performs the task when verbal cues are given throughout performance. For example, check this space if the student needs to be reminded of next steps in packaging items in plastic containers. For hearing impaired students, check here if cues are delivered gesturally rather than verbally.

demonstration: performs the task only after the evaluator physically demonstrates the task or after observing audio-visual demonstration.

physical: performs the task when physical cues are given. For example, in partial assistance, the student will use a three hole punch if assisted to orient paper. Total physical assistance would necessitate aiding the student through every step of the task.

c. Unobserved/not applicable: Use this space to indicate that you have not seen the student display the skill. This space can also be used to indicate that this statement is not applicable to the particular student. For example, the statement "shaves face" is not applicable to a female student. If the skill is unobserved, write "U" in the space; if it is not applicable, write "NA".

D. Comments, special equipment, etc.: Use this space to further explain any of the items checked or to make notes of materials or equipment. Comments may be made on:

duration - does task but takes an unnecessarily long time.

setting - performs the task but does so in situations that are inappropriate. For example, the student can unbutton front buttons but unbuttons his shirt during work.

frequency - does task too often. For example, the student who can hammer a nail but continues to hammer after the nail is set.

The checkoff format is provided to assist the evaluator in identifying and reporting performance. The categories provided should not be viewed as compulsory or all inclusive. The evaluator should freely use the comments section to record any additional impressions of the student's performance.

VOCATIONAL

sub-skill: MOTOR DEVELOPMENT

cluster: GROSS MOTOR

1A

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Stabilizes and supports head while sitting and standing.									
Controls head during movement from side to side.									
Controls head during movement up and down.									
Controls head during circularly movement.									
Sits and pivots while on backless stool.									
Sits and pivots while on back supported chair or stool.									
Bends at waist from seated position to retrieve object on floor.									
Stands up then sits down.									
Rises and stands without support.									
Stands and pivots.									
Bends at waist from standing position to retrieve object on floor.									
Flexes arm(s) at elbow.									
Has 180 degree elbow(s) extension.									
Reaches for object with one and/or both hands within 18 in. range.									
Flexes arm(s) shoulder.									
Pulls toward/pushes away object from self with hand(s).									
Moves object from one side of table to the other.									
Holds object between two hands.									
Rotates wrist(s).									
Removes carton of materials (10 lbs.) from waist-level shelf.									
Carries and then gently places carton (10 lbs., 1'x2') onto work bench.									
Bends knees to pick up object on floor.									
Lifts carton (10 lbs., 1'x2') from floor and places onto workbench.									
Pushes/pulls large objects on floor and steers around other objects (furniture).									
Flexes leg(s) at knee and ankle.									
Walks up and down stairs.									

VOCATIONAL

sub-skill: MOTOR DEVELOPMENT

cluster: **1B** VISUAL MOTOR/FINE MOTOR (EYE-HAND COORDINATION, DIGITAL MOVEMENT, MANUAL DEXTERITY, AND ARM, HAND, FINGER-THUMB LOCALIZATION)

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Picks up object with palmer grasp.									
Releases object from palmer grasp.									
Transfers object(s) from one hand to another.									
Picks-up marble-sized object(s) with pincer grasp (opposes thumb and first two fingers).									
Releases object(s) from pincer grasp (gradual, symmetrical extension of finger).									
Builds a tower of 3-4 blocks.									
Transfers objects from container to container.									
Strings large/small beads.									
Places peg in pegboard.									
Places varied shaped forms into form board.									
Unscrews jarcover.									
Scribbles with pencil (specify palmer or pincer grasp).									
Uses both hands together, one holding, one manipulating (ex.: writing on paper).									
Screws together large plastic bolt and nut.									
Screws together 2" metal bolt & ½" nut.									
Screws together ½" metal bolt & ¼" nut.									
Colors within lines.									
Traces various geometric shapes.									
Connects a dot-to-dot drawing.									
Stretches elastic band from secured point to secure onto nail.									
Folds paper in half.									
Picks-up 10 pencils, sequentially, with one hand.									
Cuts with scissors on pre-drawn straight line on paper.									
Cuts with scissors on pre-drawn curved line on paper.									
Folds paper in thirds (ie.: to insert into envelope).									
Builds a tower of 9 blocks.									
Snaps ¼" cathode into electronic circuit board.									

VOCATIONAL

sub-skill: ACTIVITIES OF DAILY LIVING

cluster: EATING

2A

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Sits at lunch table by self.									
Sits at lunch table with group.									
Uses napkin appropriately.									
Eats/drinks at appropriate rate.									
Eats only own food.									
Uses utensils appropriately.									
Enters appropriate portions of food into mouth.									
Eats luncheon items (i.e.: sandwich, cup cakes, soda).									
Displays appropriate table manners.									
Cleans up rubbish after meal.									
Pushes chair under table upon leaving.									
Selects desired items from coin operated machines.									
Uses bottle cap remover.									
Selects food at cafeteria and places onto tray.									
Carries cafeteria tray from line and places tray onto dining table.									
Brings money or ticket to pay for food, coffee, etc.									
Pays cashier for food.									
Disposes of utensils, trays, etc., appropriately.									
Washes up after eating.									
Removes flip top of soda can.									

VOCATIONAL

sub-skill: ACTIVITIES OF DAILY LIVING

cluster: DRESSING

2B

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Arrives at work in appropriate outergarments (wears raincoat when raining).									
Dresses in special work clothes (overalls, apron, etc.) when appropriate (grease job, etc.).									
Keeps shirt tucked in.									
Keeps belt secured, zipper zipped, buttons secured.									
Keeps socks and shoes on.									
Keeps shoes laced.									
Keeps undergarments in proper place (slip/skirt in tandem match, bra strap, underwear, etc.).									
Keeps clothes clean.									
Wears color coordinated outfits.									
Wears correct size clothes.									
Keeps shoes clean/polished.									
Wears correct size shoes.									
Replaces worn out clothes/shoes.									
Replaces items (wrist watch, rings, etc.) removed for work or washing.									
Wears glasses (if necessary) securely in place.									
Keeps clothes repaired.									

VOCATIONAL

sub-skill: ACTIVITIES OF DAILY LIVING

cluster: GROOMING/TOILETING

2C

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Keeps hair brushed/combed.									
Keeps face clean.									
Keeps legs shaved (woman).									
Keeps hands washed.									
Keeps face cleanshaven (or beard/mustache groomed).									
Wears makeup appropriately.									
Uses devices to keep hair up (bows, elastics, braids scarves, etc.)									
Blows/wipes nose with tissue or handkerchief.									
Wipes drool from face with handerchief.									
Demonstrates independent toileting skills.									
Gargles with mouthwash to maintain clean breath.									
Trims fingernails/toenails.									
Showers and/or applies deodorant.									
Dresses appropriately for work after using bathroom.									
Wears cosmetics appropriately.									

VOCATIONAL

sub-skill: LANGUAGE

cluster: 3A

RECEPTIVE (POINTS/TOUCHES OR RETRIEVES UPON REQUEST)

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Touches or points to articles of clothing (shirt, socks, dress, underwear, belt, coat).									
Touches or points to ojbects (pencil, shoe, ruler, book, crayon, pencil, scissors).									
Touches or points to body parts on a mannequin.									
Touches or points to pictures of objects (toothbruch, television, house, car, shovel).									
Touches or points to nine basic color cards.									
Touches or points to various geometric shapes.									
Touches or points to long or short items (ribbon, string).									
Touches or points to big-little sizes (adult shoe or infant shoe).									
Touches or points to long, medium, or short sized pegs).									
Touches or points to numbers 1-12 on cards.									
Touches or points to each of 26 upper case letters.									
Touches or points to each of 26 lower case letters.									
Touches or points to correct letter from mixed upper and lower case letters.									
Touches or points to own first name from one of 5 printed word cards (4 words non-names).									
Touches or points to own first name from 5 printed name word cards.									
Touches or points to functional words (open, closed ...)									
Touches or points to different currency (penny, nickel, dime, quarter, half dollar, dollar bill).									
Places block to the right/left of box.									
Places block under/on top of box.									
Places block in/out of open box.									
Places block behind/in front of box.									
Places block beside box.									
Places block between/away from two boxes.									
Points to higher/lower of two objects.									
Points to smaller/larger of two objects.									
Points to longer/shorter of two objects.									
Points to near end/far end of box.									
Retrieves all/some from group of 10 or more blocks.									

VOCATIONAL

sub-skill: LANGUAGE

cluster: RECEPTIVE (CONT'D)

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Follows one step instructions.									
Follows two step instructions.									
Follows three step instructions.									

VOCATIONAL

sub-skill: LANGUAGE

cluster: EXPRESSIVE (NAMES OR SIGNS)

3B

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Names familiar people.									
Names articles of clothing (shorts, socks, dress, underwear, belt, coat)									
Names common objects (pencil, shoe, ruler, apple, book, spoon, plate, broom)									
Names body parts on a mannequin.									
Names pictures (toothbrush, television, house, car, mop, towel, bed) of common objects.									
Names nine basic colors from color cards.									
Names various geometric shapes.									
Names long and short lengths (ribbon, string).									
Names big, medium, and little size (screwdriver, hammer).									
Names the numbers 1-20 printed on number cards.									
Names each of 26 upper case letters.									
Names each of 26 lower case letters.									
Names 10 common words (exit, open, men, women, etc.).									
Names currency (penny, nickel, dime, quarter, half-dollar, dollar bill).									
Names word corresponding to sound from tape recorder (church bells, train, airplane, cow).									

VOCATIONAL

sub-skill: WORK ATTITUDES

cluster: PUNCTUALITY

4A

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Arrives at work punctually.									
Proceeds punctually to coffee break/lunch area at designated time.									
Returns punctually from coffee break/lunch.									
Exits workshop promptly at end of session.									
Responds appropriately to change in schedule.									

VOCATIONAL

sub-skill: WORK ATTITUDES

cluster: ATTENDING TO TASK

4B

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Attends to task during one-to-one tutorial (for ten minutes).									
Sits at table and works independently for 5 minutes.									
Sits at a table and works independently for: 15 minutes									
30 minutes									
1 hour									
Stands at workbench and works independently for: 5 minutes									
15 minutes									
30 minutes									
1 hour									
Attends to task in a single module-unit work area.									
Attends to task when another sits opposite or alongside.									
Attends to task in a large work area with others working (more than ten others).									
Works walking from one station to another.									
Listens to instructions.									
Attends to task despite environmental distractions.									

VOCATIONAL

sub-skill: WORK ATTITUDES

cluster: RESPONSIBILITY/SELF CONFIDENCE

4C

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Conforms to rules and regulations at the workshop (classroom).									
Dependably takes care of personal belongings.									
Responds to request from staff.									
Responds to requests from peers.									
Assists peers when requested by staff.									
Makes minor repairs (to work materials, equipment) independently.									
Keeps work area tidy.									
Responds to requests for quiet or calm.									
Constructively criticizes work of others.									
Accepts criticism and attempts to implement suggestions.									
Dependably carries out assigned tasks.									
Cleans work area at end of day.									
Answers direct questions.									
Expresses opinions.									
Speaks freely to peers and staff.									
Accepts responsibility for errors.									
Willingly accepts new and difficult tasks.									
Speaks with visitors (if appropriate).									
Accurately reports quantity of work.									
Takes credit only for own work.									
Borrows/returns property in good condition.									

VOCATIONAL

sub-skill: WORK ATTITUDES

cluster: INITIATIVE

4D

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Begins tasks promptly.									
Willingly works overtime in order to meet deadlines.									
Performs duties beyond requirements.									
Assists peer(s) in need without being asked.									
Shows initiative by originating and engaging in purposive activities.									
Independently restocks materials for bench work from stockroom/location.									
Constructively uses idle time.									

VOCATIONAL

sub-skill: WORK ATTITUDES

cluster: RESPONSE TO PRESSURE

4E

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Responds positively to supervisor's instructions to increase productivity.									
Responds positively to assembly team demands to increase productivity.									
Responds positively to need to increase productivity (first member of 3 person team).									
Responds positively to need to increase productivity (middle member of 3 person team).									
Responds positively to need to increase productivity (last member of 3 person team).									
Responds to supervisor's request to complete job by specific time.									
Increases productivity when offered bonus or other reward.									
Maintains production after corrected for error.									

VOCATIONAL

sub-skill: WORK ATTITUDES

cluster: FRUSTRATION TOLERANCE

4F

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Patiently awaits if work delay or stoppage.									
Continues on task despite obstacles but seeks assistance.									
Encounters obstacles and solves the problems.									
Seeks assistance by verbal/hand gesture when work completed.									
Continues working on highly repetitive tasks.									
Exhibits calm when being observed directly and of close proximity.									
Remains calm when peer has preferred task/assignment.									
Continues to work when being bothered by peer.									
Maintains production rate on repetitive tasks for: 15 minutes									
30 minutes									
60 minutes									
over one hour									
Maintains production rate on difficult digital tasks for: 15 minutes									
30 minutes									
60 minutes									
over one hour									
Maintains production rate on preferred tasks.									
Maintains production rate on all work assignments.									
Waits patiently during delays in team activities.									
Maintains composure if unable to engage in desired activity.									

sub-skill: WORK ATTITUDES

cluster: ADAPTABILITY TO CHANGES

4G

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Continues task although situated in a new workbench, area, chair, or room.									
Attends to task when given new work materials or tools.									
Calmly accepts new task assignments.									
Performs task following changes in instruction.									
Attends to task despite change in peers' location at worksite (alongside and/or opposite).									
Follows instructions from preferred supervisor.									
Follows instructions from several different supervisors.									
Changes tasks successfully during same day.									
Changes tasks successfully from day to day.									

VOCATIONAL

sub-skill: SOCIALIZATION

cluster: COOPERATION

5A

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Accepts assignments of preferred tasks.									
Accepts all task assignments.									
Works with/assists only selected individuals in team task assignments (same sex, friends, etc.)									
Works with/assists others as member of 2-person team.									
Works with/assists others as member of 3-person team.									
Assists others in team task assignment for benefit of team.									
Waits patiently for temporary delay in receiving materials during team task assignment.									
Passes work along production line after performing task.									
Compromises to resolve conflict with peer.									

VOCATIONAL

sub-skill: SOCIALIZATION

cluster: INTERPERSONAL RELATIONS

5B

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Responds to direct requests from peers.									
Responds to direct requests from staff.									
Responds to cues from peers.									
Responds to cues from staff.									
Reciprocates with appropriate response when approached by peer(s).									
Demonstrates awareness of and respect for the rights of others.									
Invites others to join in a group activity.									
Helps others (opens doors, carries objects, etc.)									
Initiates amiable activities with peers.									
Interacts well with peers attention.									
Attends to peers to gain peer attention.									
Attends to peers to gain staff attention.									
Attends to staff to gain peer attention.									
Attends to staff to gain staff attention.									
Engage in conversation with peers while in the lounge, coffee shop, or work site.									
Engages in conversation with staff while in the lounge, coffee shop, or work site.									
Willingly shares with others.									
Sits quietly when appropriate.									
Participates in group activities.									
Borrows property and returns it.									
Honest in regard to all work activities.									
Relates experiences accurately.									
Apologizes when in error or cause of accident.									

sub-skill: SOCIALIZATION

cluster: SAFETY

5C

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Calls (signals) for help in emergencies.									
Promptly reports fire to supervisor.									
Leaves familiar building by at least 2 alternative routes within 30 seconds.									
Avoids elevators/escalators in case of fire.									
Tells supervisor when detects gas leak odor.									
Exercises care when using sharp tools and instruments.									
Unplugs electrical cord from socket by holding plug.									
Unplugs electrical machinery or appliances prior to cleaning.									
Follows safety instructions specific to the use of machinery.									
Uses electrical appliances away from water.									
Reports to supervisor damaged cord, wire, or plug.									
Uses cross walk to cross street.									
Looks "both ways" before crossing street.									
Responds appropriately to "walk" and "don't walk". signals.									
Walks on sidewalk or on side of road.									
Looks for vehicle traffic before stepping off curb.									
Uses appropriate door for "in" and "out."									
Keeps stairs clear of obstructions.									
Promptly wipes up or reports spills to supervisor.									
Exercises caution when using items marked poison.									
Stores poisons away from foods.									
Extinguishes match before disposing it.									
Demonstrates use of fire alarm (model) and communicates reason for it's use.									
Follows directions during fire drill.									
Uses paring knife safely.									
Washes knives carefully.									
Turns electricity off when changing light bulbs.									
Keeps money in wallet, pocketbook, or pocket of clothes.									

VOCATIONAL

sub-skill: SOCIALIZATION

cluster: TRAVEL

5D

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Walks to work.									
Locates bus/train stop.									
Awaits arrival of bus/train at designated area.									
Recognizes correct bus/train by number or sign.									
Deposits correct change in fare box or to driver.									
Waits turn when boarding vehicle.									
Asks driver to change a coin or bill.									
Seats self or if all seats occupied, stands supporting self with handrail.									
Locates transfer point and disembarks.									
Requests transfer slip from driver if needed.									
Remains in seat while vehicle is moving.									
Disembarks at destination.									
Hails taxi or enters rear door of auto at taxi stand.									
Tells driver of desired destination.									
Reads fare box and pays correct amount plus appropriate tip.									
Identifies times required for trip-departure, travel, arrival.									
Asks for assistance when necessary.									
Selects appropriate mode of transportation.									

sub-skill: SOCIALIZATION

cluster: JOB APPLICATION/INTERVIEW

5E

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Obtains job application form (via mail, picking it up at employment office, etc.)									
Writes name, address, and name of last employer in spaces provided.									
Writes social security number in space provided.									
Completes other required application form information.									
Signs application.									
Returns application form to company (mail or in person).									
Dresses and grooms self appropriately for job interview.									
Arrives at interview on time.									
Arrives with resume or other personal data sheet.									
Identifies self to receptionist.									
Greets interviewer with handshake and introduces him/herself.									
Seats self appropriately in a relaxed position.									
When asked, uses sentences to describe work experience.									
Answers questions honestly and relevantly.									
Asks appropriate questions (e.g., benefits, wages,)									
Give references if requested.									
At conclusion of interview, shakes interviewer's hand and thanks him/her.									
Leaves interview location promptly.									

VOCATIONAL

sub-skill: SOCIALIZATION

cluster: PRE-WORK/AFTER-WORK ROUTINE

5F

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Arrives at work facility with sufficient time to prepare self for day's activities									
Proceeds to appropriate waiting room.									
Hangs up outdoor clothing.									
Locates sex appropriate bathroom.									
Utilizes bathroom facilities.									
Responds to work buzzer (or other cue) by walking/proceeding to the work area.									
Selects and takes own time card from index file rack (using letter, color, or other identifier).									
Uses punch clock.									
Awaits and listens for work assignment from staff.									
Proceeds promptly to work site.									
Puts on work uniform.									
Replaces work materials to proper location.									
Cleans work area as required.									
Removes work apron and replaces it in correct location.									
Punches out time card.									
Leaves workshop at appropriate time.									
Awaits in proper local for ride or travel assistance.									

sub-skill: SOCIALIZATION

cluster: USE OF MONEY

5G

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Identifies penny, nickel, dime, quarter, and half dollar.									
Sequences specific value of penny, nickel, dime, quarter, and half dollar.									
Identified one dollar bill, two dollar bill, five dollar bill, ten dollar bill, twenty dollar bill.									
Identifies price of objects under one dollar.									
Identifies price of objects over one dollar.									
Computes units of money to their comparable value, (e.g., dime - 1 nickle + 5 pennies or 2 nickels or 10 pennies).									
Identifies money notation, cent sign, dollar sign, and decimal point.									
Computes value of collection of coins/bills.									
Computes correct change for an amount up to $1.00.									
Computes correct change for an amount up to $20.00.									
Computes amount of additional money required to purchase an object.									
Identifies price per unit of an item.									
Computes total cost of living expenses for one month.									
Asks customer service representative for assistance in opening a savings account.									
Endorses payroll check by legibly signing name in correct location.									
Fills out withdrawal slip in correct spaces.									
Fills out deposit slip in correct spaces.									
Hands check and deposit slip to teller.									
Awaits for deposit receipt and takes it.									
Awaits for cash or check if making withdrawal.									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: MATCHING

6A

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Matches objects (shoe, glass, hat, toothbrush, dish, spoon, crayon, towel, soap, comb).									
Matches pictures of objects (shoe, apple, hat, dog, crayon, horse, ball, car)									
Matches pictures of objects with distracting color background.									
Matches 9 color cards (red, green, blue, yellow, purple, orange, balck, white, brown).									
Matches objects with pictures of those objects.									
Matches geometric shapes having different colors (red square to blue square).									
Matches objects (ribbon, screws, wooden blocks) according to size (long-short).									
Matches objects (buttons, blocks, elastics) of mixed colors according to sizes (large-small).									
Matches objects (rope) of mixed color and shape according to size-(long-short)(long, red, thick string to long, blue, thin string).									
Matches number cards (1-10).									
Matches number cards (1-10)having different colors.									
Matches numbers cards (1-10) of different size.									
Matches number cards (1-10) of mixed size and color.									
Matches upper case letter cards.									
Matches lower case letter cards.									
Matches upper and lower case letter cards to letter (A:a, a:A).									
Matches upper and lower case letters having mixed colors.									
Matches 10 (common) printed word cards (men, women, exit, pull, push, open, keep out, danger, restroom).									
Matches currency (penny, nickel, dime, quarter, half-dollar, dollar bill).									
Matches word card with appropriate common object (comb, book, pencil,...).									
Matches word card with appropriate picture card.									
Matches word card with appropriate card color.									
Matches word card with geometric shapes with appropriate picture card.									
Matches single item currency with corresponding number card (quarter: 25¢).									
Retrieves correct amount of currency that corresponds to number card (17¢: dime, nickel, 2 pennies or other combination).									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: SORTING

6B

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Sorts objects (clothing, items; socks, towels, pants, shirts).									
Sorts objects by type (broken, unbroken).									
Sorts objects by color.									
Sorts pictures (toothbrush, man, flower, television, comb, pencil).									
Sorts 9 colors (red, yellow, green, blue, black, brown, orange, white, purple).									
Sorts geometric shapes (circle, square, triangle, star, diamond).									
Sorts geometric shapes of mixed colors by color.									
Sorts geometric shapes of mixed colors by shape.									
Sorts flat objects by size (long-short).									
Sorts three dimensional objects by size (big-little)									
Sorts geometric shapes of mixed color and size by shape									
Sort number cards (1-12) into separate piles .									
Sorts number cards (1-12) having one distracting attribute (different colors/sizes) into separate piles.									
Sorts currency (penny, nickel, dime, quarter, half dollar, dollar bill).									
Sorts upper case letter cards into separate piles.									
Sorts lower case letter cards into separate piles.									
Sorts 10 common printed word cards (men, women, exit, pull, push, open, closed, keep out, danger).									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: VISUAL MEMORY

6C

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Retrieves single object placed under one of 3 cups.									
Retrieves object that matches sample (20 feet away).									
Retrieves pictures that match sample (20 feet away).									
Retrieves colors that match sample (20 feet away).									
Retrieves numbers (1-12) on number cards that match sample.									
Retrieves 52 upper and lower case letters on letter cards that match sample.									
Retrieves own name from 5 other name cards that match own name card sample.									
Retrieves matching common words (20 feet away).									
Retrieves matching currency (20 feet away).									

sub-skill: WORK SKILLS

cluster: CLASSIFICATION

6D

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Combines objects by attributes (shape, size, color, etc.).									
Combines objects by comparison relationship (smaller/larger, heavier/lighter).									
Combines objects by class/type (dogs:breeds, cars: makes, etc.)									
Combines objects according to functional relationships (ball:glove, tire:car).									
Combines picture cards by class/type.									
Combines picture cards by functional relationship of represented items.									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: SEQUENCING

6E

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Sequences pictures of clothing in the order in which they must be put on.									
Orders articles of clothing in which they must be put on (ex.: underwear first, coat last).									
Strings colored beads (4 colors) in specific color sequences by matching sample pattern.									
Sequences 5 geometric shapes into rows wo/pattern.									
Extends pattern when given 4 geometric shaped bead pattern.									
Sequences 6 concentric rings on peg in order of size.									
Rote counts numbers 1-100.									
Sequences the numbers 1-100 on number cards.									
Alphabetically recites 26 letters of the alphabet.									
Sequences the 26 letters of the alphabet (mixed upper and lower case letters).									
Sequences currency in order of value.									
Counts 10 items by rote.									
Performs 4-6 step task in corresponding sequence.									
Performs 7-10 step task in corresponding sequence.									
Orders objects by size - length.									
Orders objects by size - width.									
Orders objects by size - volume.									
Orders objects by colored shade - light to dark.									
Sequentially stuffs envelope with 3 different items.									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: CONSTRUCT/ASSEMBLY

6F

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Places large and small pegs in pegboard.									
Places 5 puzzle inserts into their appropriate separate slots.									
Assembles two piece picture puzzle.									
Assembles four piece picture puzzle.									
Places colored pegs into corresponding colored sections on pegboard.									
Assembles 3 piece interlocking piece puzzle into puzzle board.									
Packages into open box: 2 items									
3-4 items									
5-7 items									
8-20 items									
Packages into plastic bag: 2 items									
3-4 items									
5-7 items									
8-20 items									
Collates: 2 sheets									
3 sheets									
4-7 sheets									
8-20 sheets									
Stuffs computer card into large envelope.									
Stuffs computer card into exact-sized envelope.									
Stuffs into envelope 3 different items (computer card, folded letter, postcard).									
Screws together a ½" nut and 1½" bolt.									
Assembles simple product with: 2 parts									
3-4 parts									
5-7 parts									
8-20 parts									
Removes backing of gummed label.									
Affixes gummed label to box, container, or sheet.									
Marks address on envelope with rubber stamp.									
Affixes scotch tape to close box cover.									
Staples 2 8 x 11" sheets in upper left corner (sheets even).									
Staples 3-5 8 x 11" sheets up upper left corner (sheets even).									
Staples 6-20 8 x 11" sheets in upper left corner (sheets even).									
Ties string through eyelet of laundry tag.									
Ties knot at end of cord within ½ inch to end.									
Completes a 10-piece puzzle.									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: CONSTRUCT/ASSEMBLY (CONT'D)

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Assembles pre-scored small boxes (less than 10x10").									
Measures items with standard ruler to ½".									
Encloses 2 like items with rubber band.									
Encloses 3-4 different sized items with rubber band.									
Folds 8 x 11" paper in half.									
Folds 8 x 11" paper in thirds.									
Pastes glue onto cut out paper design.									
Places glued cut out design onto outline of sheet.									
Fills marked container with liquid to capacity.									
Fills marked container with liquid to ½ volume.									
Fills marked container with liquid to ¼ volume.									
Fills container with powder to capacity.									
Fills container with powder to ½ capacity.									
Fills container with powder to ¼ capacity.									
Assembles packing crates (specify dimensions) without tape (interlocking end flaps)									
Assembles packing crates (specify dimensions) with tape.									
Snaps-in 3-6 electronic components onto board with model.									
Snaps-in 3-7 electronic components onto board without model.									
Snaps-in 7-15 electronic components given model.									

sub-skill: WORK SKILLS

cluster: USE OF TOOLS

6G

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Darns yarn with hook to make rug.									
Cuts paper on drawn line with 6" scissors (specify distance cut).									
Cuts cloth on drawn line with 6" scissors (specify distance cut)									
Cuts cardboard on drawn line with 9" scissors (specify distance cut).									
Hammers 1" nail (already started) into wood block.									
Starts 2" nail with hammer into wood block.									
Hammers 3" nail into wood block.									
Removes tack from wood with pliers.									
Starts screwing ¼" screw with 3" screwdriver (flat-head or philips).									
Finishes screwing ¼" screw with 3" screwdriver (flathead or philips).									
Starts screwing 1" screw with 6" screwdriver (flat-head or philips).									
Finishes screwing 1" screw with 6" screwdriver (flat-head or philips)									
Cuts strips of wire to specified length with wire stripper.									
Uses 3" open-end wrench to tighten screw to stationary bolt.									
Uses 10" open-end wrench to tighten screw to stationary bolt.									
Uses handsaw to cut 6" drawn line on wood (secured in vise).									
Uses triple hole punch (specific # of pages).									
Removes desired length of tape from scotch tape dispenser (weighted).									
Removes desired length of tape from masking tape dispenser.									
Removes desired length of tape from automatic tape dispenser.									
Attaches cloth to board with stapler.									
Staples 100 sheets together with heavy-duty stapler.									
Seals carton using staple gun.									
Measures objects on triple beam balance to pre-set amount.									
Uses hand operated heat sealer to seal objects into small bag.									
Operates foot-operated heat sealer to seal objects into small bag.									
Tighten nut and bolt onto board (held by vise) using two wrenches - one stabilizing, one turning.									
Sands block of wood till smooth with sandpaper.									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: USE OF TOOLS (CONT'D)

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Uses pliers to tighten/squeeze/turn/loosen.									
Loads approximately 100 sheets from stock box into each of 9 bins of collater.									
Removes sheets from hand operated collater.									
Feeds (places in location) envelopes into automatic postage meter machine.									
Prepares 20 cup coffee perculator.									
Drills marked hole into board with small power drill.									
Drills marked hole into metal plate with power drill.									
Cuts 8" drawn line on wood with power saw.									
Sands wood for refinishing with power sander.									
Cuts in half 1x4' board (drawn line) using power table saw.									
Drills 4 consecutively spaced holes on marked board with power drill press.									
Bundles 4x3' corrogated package with power wire harness.									
Operates automatic heat sealer (specify set time interval) to seal objects into small bag.									
Operates blister packaging machine.									
Operates shrink packaging machine.									
Operates Xerox copy duplicator machine.									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: JOB TASK ACQUISITION

61

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Learn to proficiency new job tasks of one step in:									
a. 15 minutes									
b. 30 minutes									
c. 60 minutes									
d. 1-6 hours									
Learn to proficiency new job tasks of 2-5 steps in:									
a. 15 minutes									
b. 30 minutes									
c. 60 minutes									
d. 1-6 hours									
Learn to proficiency new job tasks of 6-10 steps in:									
a. 15 minutes									
b. 30 minutes									
c. 60 minutes									
d. 1-6 hours									

VOCATIONAL

sub-skill: WORK SKILLS

cluster: TASK APPROACH - TASK COMPLETION

6H

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Begins work immediately.									
Repeats a familiar task in imitation.									
Repeats a new task in imitation.									
Interrupts work to attend to other needs (bathroom, drink of water, search in pocketbook, etc.).									
Stops work if encountering a problem or other interference.									
Completes work in correct order.									
Completes all work accurately to specifications.									
Completes all work in alloted time.									
Completes task from previous day.									
Continues working when supervisor is not present.									
Restocks bench work materials from stock when required.									

sub-skill: WORK SKILLS

cluster: 6J QUALITY/QUANTITY OF WORK PRODUCED

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Completes one step repetitive task with:									
a. no errors									
b. 5% error rate									
c. 10% error rate									
d. 11-25% error rate									
Completes 2-5 step repetitive task with:									
a. no errors									
b. 5% error rate									
c. 10% error rate									
d. 11-25% error rate									
Completes 6-10 step repetitive task with:									
a. no errors									
b. 5% error rate									
c. 10% error rate									
d. 11-25% error rate									
Completes all assignments accurately to specifications.									
Completes one step repetitive task at:									
a. 10% competitive rate									
b. 25% competitive rate									
c. 50% competitive rate									
d. 100% competitive rate									
Completes 2-5 step repetitive task at:									
a. 10% competitive rate									
b. 25% competitive rate									
c. 50% competitive rate									
d. 100% competitve rate									
Completes 6-10 step repetitive task at:									
a. 10% competitive rate									
b. 25% competitive rate									
c. 50% competitive rate									
d. 100% competitive rate									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: NUMBER/NUMERATION

7A

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Points to numbers 1-10 upon request.									
Sequences numbers 1-10.									
Names numbers 1-10.									
Matches numbers to word name.									
Counts by two's to twenty, fifty, hundred.									
Counts by five's to twenty, fifty, hundred.									
Counts by ten's to twenty, fifty, hundred.									
Identifies numbers 0-99.									
Counts numbers 0-99 in order.									
Sequences numbers 0-99 in order.									
Identifies a relationship of greater than, equal to or less than between two numbers.									
Identifies numbers before and after any given number.									
Identifies numbers(s) between any two given numbers (e.g., numbers between 8 and 12).									
Identifies symbols 0-100 when name is given orally.									
Computes by rounding off numbers to the nearest one's, ten's, hundred's, and thousand's.									
Identifies basic symbols of Roman numerals (I,V,X,L,C,D,M).									
Converts Hindu-Arabic numbers to Roman numerals (e.g., 1=I, 5=V, etc.).									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: ADDITION/SUBTRACTION OF WHOLE NUMBERS

7B

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Manipulates putting two or more small groups together to make a large group.									
Identifies words related to addition, i.e., plus, sum, greater than, add.									
Computes addition facts with sums less than ten.									
Computes one digit numbers (sums to 9).									
Computes addition facts with sums greater than ten.									
Computes by adding two one-digit numbers without regrouping.									
Computes by adding two three-digit numbers without regrouping.									
Computes a column of addition problem(s) with one, two, or three digits.									
Identifies words related to subtraction, i.e., take away, less than, minus, remainder.									
Computes subtraction facts with answer less than ten.									
Computes when any number is subtracted from itself, the answer is zero (i.e., A-A=0).									
Identifies a picture for a subtraction expression.									
Computes subtraction facts with answers greater than ten.									
Computes by subtracting two one-digit numbers without regrouping.									
Computes by subtracting two two-digit numbers without regrouping (differences greater than ten).									
Computes by subtracting a one-digit number from a two-digit number with regrouping in ten's place.									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: TIME

7C

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Identifies time of important events (e.g., bedtime, lunch time, noon, morning, afternoon, rising time, midnight).									
Sequences yesterday, today, tomorrow.									
Identifies the passage of daylight time and night time as equal to one day.									
Understands "on time".									
Identifies faster-slower.									
Defines: "hurry"									
"wait"									
"next"									
"early-late"									
"a day ago"									
"a week ago"									
"late, later, latest"									
"early, earlier, earliest"									
"never"									
States: number of days per week									
number of days per year									
number of weeks per year									
number of months of year									
days of week									
seasons of year									
Sequences seasons of year.									
Identifies calendar.									
States current month, last month, next month.									
Identifies which day of week a specific date will fall on using a calendar.									
Identifies dates to numerical form (e.g., 4/1/76).									
Computes dates to numerical form (e.g., 4/1/76)									
Identifies hands on clock (big, little).									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: TIME (CONT'D)

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Identifies clock face (numbers, etc.)									
Identifies time terms-hours, minutes, seconds, o'clock, a.m., p.m., before, after.									
Tells time to nearest hour.									
Tells time to nearest half hour.									
Tells time to nearest quarter hour.									
Computes double time as related to wages.									
Computes time and a half as related to wages.									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: LINEAR

7D

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Constructs objects that are equal in length, width, or height.									
Identifies groups of objects that are equal in length, width, or height.									
Uses standard measuring devices (ruler, yard stick, meter stick, etc.).									
Identifies English units of linear measure (inch, foot, yards, miles).									
Identifies English abbreviations (in., ft., yd.) including '(feet) and "(inches).									
Measures object (less than 1 foot) to nearest inch with ruler with one inch divisions.									
Measures object (greater than 1 foot) with ruler with one inch divisions.									
Identifies linear measurements using more than one unit (feet, inches; yards, feet, inches)									
Computes by estimating the length of an object without linear measuring device.									
Identifies metric units of measure (metric kilometer, etc.)									
Identifies metric abbreviations.									
Measures the lengths of various parts of an object when given scale drawings and a scale									
Computes the lengths of various parts of an object when given scale drawings and a scale									

sub-skill: MATH/MEASUREMENT

cluster: WEIGHT

7E

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Identifies by lifting object which is heavier/lighter when given 2 objects.									
Identifies by lifting heavy, heavier, heaviest.									
Uses scale as a measuring device.									
Identifies marks on a given scale.									
Identifies units of weight-English (ounces, pounds, tons, etc.)									
Measures weight of object(s) to a specified precision (using scale).									
Identifies object which is the same weight as given object (using scale).									
Measures object which is the same weight as given object (using scale).									
Identifie abbreviations for measures of weight (English units).									
Computes weight relationship between any given comparable units of weight (e.g., 2 tons = 4,000 pounds) (English units).									
Computes by adding any two weight measurements.									
Computes by subtracting any two weight measurements.									
Computes metric units of weight measurement.									
Identifies correct abbreviations for appropriate measures of weight (metric).									
Identifies approximations of weight to given limit.									
Computes approximation of weight to given limit.									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: LIQUID

7F

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Identifies standard units of liquid measure.									
Identifies standard measuring utensils.									
Computes relationship between any comparable units (e.g., 8 quarts = 2 gallons).									
Computes the capacity of a container using measuring devices.									
Estimates approximate capacity of any given container without measuring device.									
Converts any liquid measurement to any other unit.									
Computes by adding any two liquid measurements.									
Computes by subtracting any two liquid measurements.									
Identifies metric units of liquid measure (liter, etc.)									
Identifies abbreviations of metric units of liquid measure.									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: VOLUME

7G

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Sequences 2 or more similar objects of different volumes.									
Manipulates material to find the amount it takes to fill a three dimensional container .									
Identifies English units of volume measure cubic inch, cubic feet).									
Identifies markings on measuring tools (i.e., graduated cylinder).									
Computes relationship between any comparable units of volume measure (e.g., 1 cubic foot= 1728 cubic in.).									
Compute volume of object(s) using measuring tools.									
Converts any volume measure to any other English unit.									
Computes by adding two volume measures.									
Computes by subtracting two volume measures.									
Identifies metric units of volume measure.									
Identifies abbreviations of metric units of volume measure.									
Identifies relationship between any comparable units of metric volume measure.									
Computes relationship between any comparable units of metric volume measure.									
Converts any metric volume measurement to any comparable English units.									

VOCATIONAL

sub-skill: MATH/MEASUREMENT

cluster: TEMPERATURE

7H

performance statements:	PERFORMS SKILL INDEPENDENTLY	TYPE OF ASSISTANCE						UNOBSERVED/NOT APPLICABLE	COMMENTS
		Social/Motivational	Directions	Demonstration	Mechanical Aides	Total Physical Assistance	Partial Physical Assistance		
Sequences two or more items by temperature (touching).									
Matches items of same temperature (by touching).									
Understand meaning of hot, cold, warm, and cool.									
Uses appropriate measuring devices.									
Identifies relevant abbreviations.									
Takes temperature with thermometer.									
Reads oven thermometer.									

NEXT STEP SUGGESTIONS

The Task Analysis Chart is intended to show how a vocational task is broken down according to component skills. It is hoped that this chart should help those involved in planning next step tasks for a student to recognize the components for each task and to plan for training prerequisite and component skills. In the example given, the evaluator/planner would include training for each prerequisite skill which is not displayed by the student. This approach provides for coordinated skill development and avoids concentrating on splinter skills. However, in some cases the development of splinter skills may be necessary when, for example, the inability to perform that one task is hindering a student's movement into a less restrictive program.

The sample provided below is for "using a three hole punch". For each step in the task analysis prerequisite and support skill information is provided. Other skills will require different task analyses, prerequisites and support skills.

Skill	Task Analysis	Prerequisite Skills	Support Activities
use triple hole punch (with aligned guide)	1. picks up paper	Pincer grasp on thin objects	any task requiring picking up thin items
	2. aligns paper in punch	eye-hand coordination	cutting with scissors, pegs
	3. releases paper	moves fingers in opposition	any task requiring release
	4. grasps handle	grasps and holds objects	squeezing clay, sponges clothespins, tubes, etc.
	5. depresses handle with palm of hand	pushes objects using palm	squeezing clay, sponges, clothespins, pushing objects across table, etc.
	6. releases handle	moves fingers in opposition	dropping beads into a can, squeeze toys
	7. grasps paper	grasps the objects	any task requiring picking up thin items, e.g., coins, chip, etc.
	8. removes paper	has eye-hand coordination	turning pages in a book

The Vocational Skill Cluster Chart provides the evaluator with an overview of what milestones are prerequisite for specific vocational skills. The milestones/performance statements are presented in a developmental sequence to assist the planner in perceiving the interrelationship of vocational and prerequisite skills and in identifying and developing next step objectives. This format is used to encourage planners to use a cluster approach to vocational skill development rather than the more traditional linear approach. The chart is intended to be removed from the package and attached onto a wall or bulletin board.

The Program Prototype Prerequisite Skill Lists provide evaluators a brief and concise reference for vocational program planning. They are best utilized as a tool in orienting relative entry/exit skills and behaviors generally associated with three common areas of vocational service delivery. Demonstration of all the skills listed should not be considered mandatory for acceptance into a particular program. Flexibility in program planning should be encouraged to offset exclusionary interpretations. The Prerequisite Skill Lists represent a planning guideline that should be considered in conjunction with other variables critical to decision-making (age, movement to a less restrictive residential setting, specific employment opportunities, etc.).

Prerequisite Skills for Entry to a Pre-Vocational Classroom/Day Activities Center

* Communicates basic needs: thirst, hunger, sickness, pain, toilet.
* Dresses appropriately for work.
* Redresses appropriately after using bathroom.
* Begins day with clean hands and face.
* Cleans self (hands, face, clothes, etc.) after eating lunch.
* Uses toilet semi-independently with maximum of two accidents/month.
* Present for work an average of 3/5 days.
* Appears at job station within 5 minutes of being instructed.
* Punctual in arriving/leaving work.
* Follows one step instructions of 3-5 words.
* Responds to one step instructions within one minute.
* Stabilizes and supports head while sitting and standing.
* Demonstrates palmar grasp and release of small objects with at least one hand.
* Demonstrates gross pincer grasp and release of small objects with at least one hand.
* Maintains personal hygiene: clean shaven, teeth clean, hair combed, nails clean and cut, uses body deodorant, etc.
* Identifies common articles of clothing.
* Transfers objects from hand to hand.
* Attends to task for 10 minutes during one-to-one tutorial.
* Attends to task at table for 5 minutes independently.
* Originates and engages in purposive activities.
* Calls for help in emergencies.
* Matches common household objects.
* Retrieves single object placed under one of two cups.

Prerequisite Skills for Entry to an Extended Employment Workshop

* Recites name and address upon request.
* Counts items to 10 (with aid of jig).
* Reads and follows community signs: go, stop, bus, open.
* Tells and follows time on the hour.
* Understands purpose of money and wants to work for money.
* Displays proper table manners.
* Eats lunch, drinks coffee independently.
* Toilets independently.
* Reaches place of work by own transportation arrangement.
* Present for work an average of 4/5 days.
* Learns to minimum proficiency new job involving 3-5 steps in 1-6 hours.
* Follows rules and regulations of the workshop 3/5 days.
* Recognizes currency to $1 bill.
* Pushes/pulls large objects on floor and steers around other objects (furniture).
* Picks up 10 pencils sequentially with one hand.
* Folds 8x11" paper in half.
* Removes carton of materials from waist-level shelf.
* Attends to task if another person sits opposite or alongside.
* Takes care of personal belongings.
* Changes tasks successfully at least once/day.
* Joins in a group activity.
* Matches 10 common printed work cards.
* Sorts upper and lower case letters.
* Extends an ABCDABCD pattern with colored beads.
* Collates 4-7 sheets of paper.
* Assembles simple 3-4 part product.

Prerequisites for Entry to On-the-Job Training/Transitional Sheltered Employment/Rehabilitation Training Center

* Responds appropriately to conversation involving complex sentences.
* Counts items to 100.
* Tells time to 5 minute accuracy.
* Understands purpose of money, wants to work for money, and uses money to purchase items.
* Is present at work 90% of the days.
* Returns to job station on time following breaks.
* Average production rate is at least 50% of the industrial norm.
* Works at job station continuously for one hour.
* Selects food at cafeteria and places on tray.
* Wears clean, color coordinated, well fitting clothes.
* Attends to task despite environmental distractions.
* Dependably carries out assigned tasks in appropriate time.
* Begins learned tasks promptly.
* Waits patiently if delay in transferring or receiving materials during team task.
* Keeps money in wallet or pocket.
* Endorses payroll check.
* Performs 7-10 step task in corresponding sequence.
* Lifts carton from floor and places on workbench.
* Builds a tower of 9 blocks.
* Cuts with scissor on curved line drawn on paper or cloth.
* Combines 3-4 different sized items with elastic.
* Conforms to the rules and regulations of the workshop 90% of the time.
* Assists peers in need without being asked.
* Maintains productive rate on repetitive tasks for 30 minutes.
* Combines pictures of objects according to class to type.
* Staples 6-20 sheets together in upper left corner (sheets even).

OBJECTIVES WORKSHEET

The Objectives Worksheet is provided to aid the evaluator in translating assessment results into behavioral or instructional objectives. The evaluator may be required either to present recommendations to the team in the form of objectives or to construct objectives for the written educational plan.

There are many ways of writing behavioral objectives. This worksheet represents only one approach. The evaluator should feel free to revise the worksheet in whatever way can best meet specific needs.

P.L. 94-142 requires that the written education plan have goals and objectives. Goals are non-measurable statements of desired changes in behavior (e.g., acquire tool use skills, be able to establish social relations with peers). They correspond closely to the EEPP skill "Clusters". Objectives are measurable statements of expected student performance. An objective usually consists of five elements:

* action - the verb element of the objective
* setting - at what time and/or in what place will the behavior be exhibited.
* level of assistance - what type and/or level of assistance will the student receive
* material acted on - what object is the student to manipulate
* criteria - how well, quick, long, etc., must the student perform the skill

The Objective Worksheet allows the evaluator to list objectives that relate to each identified goal using a performance statement, conditions, and criteria for format (see sample on next page). The performance statement can be taken directly from the EEPP (it provides the action and the materials). The evaluator should specify setting and assistance under conditions. The criteria for success should be the last element identified. If necessary, the evaluator can then rewrite the objective to make it grammatically correct.

OBJECTIVES WORKSHEET

VOCATIONAL

STUDENT _____ SCHOOL _____ DATE _____

		PERFORMANCE STATEMENT	CONDITIONS(SETTING,ASSISTANCE,ETC.)	CRITERIA
GOAL STATEMENT: use hand tools	OBJECTIVES	uses triple hole punch up to 50 pages unassisted [illegible] at correct place and without tearing		
		uses staple gun to attach [illegible] without tearing cloth or bending staples		
		uses staple gun to seal [illegible] unassisted in appropriate section of box		
GOAL STATEMENT:	OBJECTIVES			
GOAL STATEMENT:	OBJECTIVES			
GOAL STATEMENT:	OBJECTIVES			

SAMPLE

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